



Sutton on the Forest Primary School

Marking and Feedback Policy

Statement of Practice



We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. All work should be marked or given oral feedback and the marking should be completed before the child's next lesson in that subject.

The aims of this policy are to be followed by all. Commitment to this shared practice is crucial for the success of our children and in raising standards throughout the school.

Purpose:

- To recognise, encourage and reward children's achievement and celebrate success.
- To provide a dialogue between teachers and pupils providing clear appropriate feedback about strengths and areas of development within their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in their learning.
- To indicate how a piece of work might be corrected or improved against success criteria.
- To inform learning and teaching, through impacting directly on the planning process, with planning having annotations or even changed and tailored to suit the pupils' future learning.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To impact on pupil progress. Good practice is when there is evidence of marking impacting on future learning.

We believe strongly that marking should be manageable, positive, clear and appropriate in its purpose. It needs to offer positive benefits to staff and children and the outcomes of marking need to inform planning.

Management and Organisation:

It is important to encourage independent learners, ensuring that children have an awareness of their strengths as well as areas for development. Marking needs to offer positive benefits to staff and pupils and the outcomes of marking must inform the planning process.

- ☑ Children are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked/assessed. Therefore in all lessons staff actively share with the children the objective of the lesson in the 'I can...' statement. Also, in Maths and Literacy sessions, the success criteria are also shared.
E.g ***I can write an autobiography.*** This is the Learning Objective.

I am looking for writing in 1st person, fronted adverbials and vivid description of details and feelings. These may be examples of the Success Criteria. They are supposed to break the Learning Objective down into obvious, manageable "chunks".

- ☑ The learning needs of individual children are understood and work is matched with differentiated Learning Objectives and marked appropriately. At times, the Learning Objective might be the same, but the Success Criteria might be different.
- ☑ Children's work is marked in such a way that achievement is noted, whether the Learning Objective is being met or exceeded and corrections or next steps are identified where appropriate.
- ☑ Where appropriate marking and feedback is linked directly to the learning objective.
- ☑ All work must be regularly marked, preferably before the next lesson or with the children in class.
- ☑ Work is marked with pupils where possible and indicated by the teacher, using the agreed marking code.
- ☑ All marking is done in blue **pen**.
- ☑ We do not use tippex.
- ☑ Pupil self-assessment is facilitated by the agreed codings referenced later in the policy.
- ☑ Use of pen is introduced at Year Two (for neatly presented work as part of a Big Write or for displayed topic work) and used from Year Three onwards.
- ☑ We recognise that not every piece of work requires detailed marking i.e. certain pieces of work need only to be acknowledged marked and the teacher indicates as to whether the learning objective has been met. The school uses a "Learning Objective Met Stamp".
- ☑ All **independent** written work on a chosen genre that is part of a Big Write or for Topic must be **Quality Marked**.

Types of Marking:

- ⊙ Quality marking with next steps for learning
- ⊙ Acknowledgment marking in line with learning objective
- ⊙ Oral/Verbal feedback
- ⊙ Written feedback
- ⊙ Pupil self-assessment
- ⊙ Peer assessment
- ⊙ Marking against genre specific success criteria

Quality Marking:

It is expected that **all** independent written work across all the curriculum that is to be presented for topic or Big Write is quality marked and the outcomes used as part of AfL (assessment for learning). Quality marking **must** include use of the coded mark system for Key Stage One and Two for corrections.

We use house points to acknowledge achievement where appropriate and a steps symbol to provide accessible but challenging next steps. We use three stars and two wishes for selected pieces of Big Write work.

Acknowledged achievements should be made in line with the learning objective and success criteria and not just a general blanket comment written in all books regardless of outcome. These may come in the form of written or verbal praise.

A ladder symbol is used to show **Next Steps**. These should direct the pupil to amend or improve their work where appropriate or relate to a current target area. It may also **challenge** and give example of next steps in their learning. Time in basic skills lessons is set aside for corrections and improving which is done by the children using **green pen**. In marking, the level of support given must be referenced. I is independent work, TS for teacher supported, TA for Teaching Assistant supported and GW for guided work led by the teacher.

Positive language must be used at all times and if a teacher feels that there is a need to speak to a child about their work, then this must be recorded in the planning file, **not** on the child's work.

Acknowledge Marking:

I can statements as titles of pieces of work

In Literacy and Numeracy, staff will use the "I can" statements as titles. An assessment grid with a smiling face / straight face / happy face will be stamped at the top of each child's work. The children will be asked to use this grid to reflect on their learning at the end of each lesson. In Numeracy, where appropriate, success criteria (**I am looking for..**) may be added under the I can statements. In Literacy, success criteria grids may be glued into books. These can be used for peer and self-assessment.

In Key Stage 2, when using acknowledge marking, teachers use the Learning Objective Met Stamp, they may use ticks next to the stamp to indicate the following:

√ if struggled and need consolidation. √√ if achieved with occasional error or some support.
√√√ if exceeded and need challenge.

This removes the need to explain achieved in written form. Any positive comment added is at the discretion of the teacher.

In both Key Stages, pupils self-assess by colouring in the appropriate face. The teacher then ticks the appropriate face.

Oral/verbal Feedback:



Where possible oral feedback will be given to the children and indicated by a VF stamp in the bottom left-hand corner of the page. If oral feedback is given on a regular basis then a record of the content of feedback must be included in the teacher's planning file.

In Early Years Foundation Stage and Year 1, teachers understandably focus on giving oral feedback but may also write a comment with the child present. Staff may also record notes and observations on pupils' work as a way of gathering evidence for their Profiles. When oral feedback is given it should encompass an area for development so the child is clear as to what they need to improve.

A powerful model for oral feedback is whole class or group marking of one piece of work. The teacher will take the lead but invite contributions from children so the piece is marked through

a process of discussion, analysis and modelling. Pupils will benefit greatly from this if regular sessions of this kind are planned for.

Written Feedback:

When written feedback is used, pupils are expected to read comments made on their work and may wish to discuss these with the teacher. Therefore time **must** be made available for this, for example registration time in Basic Skills is a good opportunity for reading comments, teacher/pupil discussion, correction and amendment. When making improvements to their work children are expected to use a green pen. The only exception to this rule is when pupils are extending or rewriting a section of written work. This should be completed in pen and asterisked to show it has been added after marking and feedback. Improvements should be acknowledged by the teacher and initialled.

Marking in relation to Writing:

When marking a piece of **independent** writing staff are to acknowledge good elements within the writing using a discrete double tick (an additional commentary of why it is good may be added under the writing).

Teachers will ensure that marking is always clear in meaning, legible and an **example of good handwriting**.

Spelling corrections should be limited so as not to overwhelm. Difficult words are given to the children, however, spellings they are capable of getting right are left for the children to correct. Spelling mistakes will be underlined and 'sp' put under the start of the word or in the margin. Corrections should be completed during allocated time.

On pieces of sentence or word level work, an acknowledgment mark is sufficient, however, on Big Write pieces of work that are to be presented, a Quality Mark following the success criteria, **must** be marked following the 'three stars and two wishes' approach. The stars should acknowledge a positive improvement in the child's work that is personal to them. The two wishes are their next steps, which will be shown with ladders, to help them get to the next level in their writing.

Marking in relation to Reading:

Parental comments in Home/School books should be acknowledged at least once a week by the class teacher's initials or a tick when reading records are checked and marked.

Progress in Guided Reading and next steps will be acknowledged during weekly sessions. A record of guided reading should be kept using the school's Guided Reading Planning Sheet and then filed. The focus of the session needs to be communicated to the parent in their Reading Record / Journal. When marking a written response in books, it is up to the Teacher's discretion as to whether to acknowledge mark or give a more detailed response.

Marking in relation to Mathematics:

If an answer is correct a tick will be used to indicate this, if it is incorrect a dot will be used to indicate the mistake. When a child has made a mistake as part of a calculation, the first part of the mistake will be circled to enable children to see where they have gone wrong. A correction or explanation is given or a prompt or scaffold to help the child complete themselves.

During allocated time for revisit, correction and enhancement children must not rub out or remove the original calculation but must rewrite it again under the *sub-heading corrections*. Where numbers are reversed this should be brought to the child's attention and additional time allocated for supported practice, recorded under their work.

Afl in Maths:

- Where $\sqrt{\sqrt{\sqrt{\quad}}}$ given, use star/housepoint (positive comment) and ladders for next steps prompt: Usually in the form of Afl question / apply focus next step for learning, **but only where appropriate**.
- Where $\sqrt{\sqrt{\quad}}$ given, use star/housepoint and next steps prompt: Star/housepoint recognises area of success criteria was confident in or achieved. Next steps prompt may be a consolidation question to show can do independently of ask to correct one of the errors, having modelled.
- Where $\sqrt{\quad}$ given. Star/housepoint is used to recognise area of success criteria achieved in that session. Next steps communicate examples of how the child will "close the gap" and inform how they will be supported. This needs to be evidenced in planning and where appropriate in the child's next days' work to show that it has been acted upon.

Written feedback in Science:

Acknowledgement marking of a tick will be used where scientific knowledge has formed the basis of the lesson. Quality marking will be carried out on work that is concerned with using and applying and scientific enquiry (SC1) and will be linked to the learning objective and success criteria of the session. The smiley faces approach for pupil self-assessment will be used alongside the Teacher's assessment. **Also, the codings of a Star/housepoints and Ladders will be used for positive comment and next steps in their Scientific Enquiry.**

Pupil Self-Assessment:

An intrinsic part of AfL is where pupils will be encouraged to be aware of how well they are doing in their work, through a number of self and peer assessment techniques. One technique in Literacy is the Success Criteria. When self-assessing or peer assessing, they can highlight in the pupil's work where they see evidence of this.

Children need to evaluate their own work to identify progress, demonstrate levels of confidence and help the teacher to provide future work. There are various ways in which we achieve this.

Smiley Faces:

Sad looking face:

I don't understand the objective and need help.

Straight looking face:

I am starting to understand but need more practice.

Happy face:

I understand and feel confident with this.

This chart should be displayed somewhere in the classroom.

Whenever children work in their Literacy books or maths books, the learning objective is accompanied by the faces. The children self-assess using the criteria above. The teacher then assesses the work against the success criteria, also using the faces, adding a comment if appropriate.

Key Stage 2:

In the Juniors, the learning objective is recorded as an "I can" title. The child is then expected to self-assess using the same coding as the class teacher;

Three ticks - I have achieved the objective and feel confident with this.

Double tick - I nearly met the objective and will be secure with more reinforcement.

Single tick - I struggled with this objective and need further support.

The child may also draw the appropriate smiley face or the teacher may use the smiley face stamp. Upper juniors may occasionally be asked to make a reflective comment in their books.

Children should be self-assessing on a regular basis within all subjects and topic areas. The above examples should be used at the end of a piece of work and occasionally will be verbally acknowledged or commented on in writing.

Peer Assessment:

All children from Year One upwards will be trained in the process of peer assessment. They will be trained in looking for success measured against success criteria and suggested improvements.

As part of this training pupils must agree on 'rules of response' for peer assessment to safeguard self-esteem and ensure it is a positive experience.

Whole class and group marking of individual pieces of work, as mentioned earlier will support development of peer assessment. Pupils will use the same mark codes as the teachers. In writing, pupils highlight where there is evidence of the success criteria within the work using green pen. Also, in the upper juniors, children are involved in using learning ladders/level descriptors to assess pieces of writing, giving them a good idea of what "outstanding writing" should look like. Basic skills sessions can be used for this.

Monitoring and Assessment:

Members of the Senior Leadership Team and/or appropriate Subject Leaders will conduct a book scrutiny each half term to monitor the implementation of this policy and its impact on raising standards.

Review of Policy:

This policy will be reviewed termly in its first year, based on staff feedback and monitoring outcomes at the end of this academic year.



SUTTON ON THE FOREST PRIMARY SCHOOL MARKING CODE



This is to be displayed in the classroom and in the front of children's Literacy books.

Key Stage One leading into Key Stage Two -

VF Verbal Feedback Stamp-your teacher has talked to you about your work.

✓ this is correct well done!

✓✓ excellent idea (etc) well done!

? I do not understand *or* this does not make sense.

^ a word is missing

Sp spelling mistake (Sp in the margin- misspelt word underlined)
Where it is a word they should know (a word covered in class for example) children expected to self-correct. Where it is a challenging word, teacher records Sp at bottom of work and corrects it.

P punctuation (circle where the missing punctuation or error is and write p below / margin)

T tense (underline the word and write T below / margin)

// new paragraph needed here.

*1 additional information required-develop this idea please. (KS2)

GW Guided write

I Independent work

TS This piece of work was supported by the teacher

TA This piece of work was supported by the Teaching Assistant

┌
└ Next steps for learning



Smiley face stamp used for pupil feedback



